

ADVANCE COPY SUBJECT TO STATE ADVISORY COMMITTEE
APPROVAL

State Advisory Committee for Children with Disabilities
New Hampshire Department of Education
Bureau of Special Education
December 7, 2005
ROOM 12
4-6PM

AGENDA ITEM I: CALL TO ORDER

The meeting was brought to order and members welcomed by chair, Michael Maroni. New members were welcomed to the committee.

Members present: Santina Thibedeau, Matt Hanna, Frank Scambati, Audrey Burke, Martha Shedd, Benjamin Kilham, Robin Hefflefinger, Karen Lord, Lynda Thistle Elliott, Bill Finn, Mike Maroni, Anne Wilkinson, Spencer Nozell, Wendy Thomas, Heather Thalheimer, Lisa Lowell, Suzanne Heath, Marybeth Goodell, Robert Doty, Bill Carozza.

Guests Present: Michelle Rosado, Alan Pardy, Robert Wells, Dawn Marquis. Joanne Malloy

Mike noted that if members are not receiving email notices to please call the department. The membership is growing, Mike noted that a charter school member has been asked to participate. He also informed members that the Department of Education website has been updated with State Advisory Committee information, and that meeting notices have been added to the house calendar.

AGENDA ITEM II: OLD BUSINESS

Approval of the November minutes

MOTION: Audrey Burke made the motion to accept the minutes, seconded by Heather Thalheimer. There was no discussion.

VOTE: The motion was adopted by unanimous vote of the State Advisory Committee.

Regional meeting/Forum Reports: Frank attended the Kearsarge forum. Three people attended. The Power point was very helpful and easy to understand. Dawn added that the feedback was good from the attendees. The evaluations indicate that they better understand the IDEA 2004 10 identified points. The survey has been submitted by ninety seven people to date, to nhconnections.org. The process has been going well. A summary report will be produced at the end. Dawn encourages SAC members to attend. Bureau consultants have been very helpful. Alan commented that the number of attendees have not been as high, but quality is good and the amount of agreement is helpful. Dawn handed out Gilford flyers. Half of attendees have been parents.

The Bureau of Special Education has been holding forums as well. They have decided to hold one additional forum on December 15th. This will be the last forum, from 3:30-6pm in room 15.

Motion to Commissioner: Tabled until Richard Cohen arrives to go over motion. He has been talking with Commissioner Tracy, and looking for an effective way to work with the issue and OSEP.

SAC Meeting
December 7, 2005
Terry Stafford

Priorities List for Sub Committee: Discussion around subcommittees ensued. There may be a need for a *regulations* subcommittee. March 2006 is target date for new regulations to be out.

Legislation: Mike has invited them to come to the State Advisory Committee meetings. Legislators should update the committee. Invite Mary Trinkley to come to the January meeting to review legislative issues. Santina will check with Sarah Browning's or Mary Heath's office to find out, who in the Department of Education keeps track of legislation and invite them to share information with the State Advisory Committee as well.

SPP (State Performance Plan): 6 year plan: By law, the State Advisory Committee needs to give the Bureau of Special Education, input for the State Performance Plan. The SPP has been submitted to the Office of Special Education (OSEP) on December 2nd. OSEP has 120 days to review the SPP. There was discussion on how SAC would continue to be involved with the SPP.

In summary the subcommittees needed for the State Advisory Committee (SAC) are:

- State Performance Plan (SPP)
- Dispute Resolution
- Teacher preparation
- IDEA Regulations
- Transition

Subcommittee members:

SPP: Santina to be contact, She will present feedback from OSEP to SAC.
IDEA will be on hold.

Dispute Resolution: Audrey Burke, Marybeth Goodell, Heather Thalheimer, Martha Shedd, Karen Lord. Discussion around dispute resolution:,
Supreme court has ruled that a parent must now prove the district wrong. Audrey reports that if procedures are not followed correctly it automatically goes to due process. What is the trend there? To clarify, a parent can file a complaint, but a district cannot file a complaint. Has this process facilitated better communication?

Teacher preparation and training: Bill Carozza, Suzanne Heath, Matt Hanna, Anne Wilkinson.

Transition: Frank Sgambati and Bill Finn.

Legislation: Wendy Thomas, Spencer Nozell and Robert Doty. Mary Trinkley could help also if she agrees to it.

It would also be helpful to have a funding committee.

Other:

It was suggested by Ben Kilham to explain acronyms as we use them. Audrey Burke will send out a list out of acronyms.

AGENDA ITEM III: NH Department of Education Homelessness Update-Lynda Thistle Elliott.
Presentation will be tabled until next meeting due to a time constraint.

AGENDA ITEM IV: State Director of Special Education Report: Tabled until next meeting.

SAC Meeting
December 7, 2005
Terry Stafford

AGENDA ITEM V: Drop Out Prevention Project (APEX I & APEX II): JoAnne Malloy
Tabled until next meeting, due to time constraints.

AGENDA ITEM VI: STATE ASSESSMENT-NH DEPARTMENT OF EDUCATION: Gaye Fedorchak and Tim Kurtz.

Tim reports the biggest change of the Adequate Yearly Progress (AYP) is to move to an indexing system. Schools will get an index score. There are four proficiency levels that a student can achieve. The top two levels are proficient and the bottom two levels are not proficient. For each student scoring in any given proficiency level there will be a number of index points awarded to the school. As student scores move closer to the threshold where proficient scores begin, the more index points the school will earn. Scores at or above proficiency level will all earn the same (highest) index score. This rewards schools and students for moving kids from not proficient toward proficiency. Two things of importance are: it's no longer an all or nothing adequacy score, and there will be a new index-score based starting point generated. This index starting point represents a percentage of total possible index points a school or district could have earned. In year two of the NECAP we will begin looking at performance of child compared to last year. Index system will be right type of pressure, consistent with NCLB and supporting student growth. Current scaled score range is 200-300 on all grade levels. The new system will provide more information on below average proficiency as the two levels below proficient will be split into 5 sublevels with different levels of index points assigned to each sublevel.

It was asked -how will indexing help? Districts may be able to make systemic changes. . We need to be asking better questions The index system is not meant to help the individual student. It's meant to give feedback to school programs so that the programs can determine how well they are doing by their students. A question was asked about the difference between portfolio and alternate assessment in NH. Portfolio and alt assessment are one in the same.

Test result data for NHEIAP testing are posted and available on the DOE website, reporting district, school, and state level data.. Data from the new NECAP test will be posted on the website when reports are released next spring. Other than the 1% Alternate Assessment, NCLB does not permit out-of-grade level testing. Students who take such tests in lieu of statewide assessment must be counted as not participating in statewide assessment. This is currently the situation in Vermont. These children cannot be counted as proficient.

NHEIAP assessment data summaries for grades 3,6, and 10 students across the last three years was shared with the group. A very large and persisting gap between the grade-level performance of students with disabilities vs. students without disabilities was clearly apparent.

The Easy IEP with the new PCG special education data system – Heather is on committee and asks for SAC's feedback. On the goals page: should it be a drop down list or should it be a field box to write it in? How would SAC like to see it? The general feeling from SAC is an empty box to write in, with reference information to goals. The teacher would have the ability to modify. With out training the individuality could be taken away. Also being prompted with a reminder about the quality issues of a goal. Robert asked do we want an empty box that list many goals and are they are appropriate. Special Education staff need to learn to list measurable goals. SETACS are doing a measurable goal training in Concord. More technical training is needed and how to write a measurable goal. The teacher would have the ability to modify.

AGENDA ITEM VII: ADJOURNMENT:

Ben Kilham motioned to adjourn, Marybeth Goodell, seconded. All in favor, meeting adjourned at 6:10pm